

Resources for the Annual Administration of the English Language Proficiency (ELP) Assessments for Test Examiners

Spring 2016



Image courtesy of the WIDA Consortium

**Virginia Department of Education
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**Resources for the Annual Administration
of the English Language Proficiency (ELP) Assessments
Spring 2016**

The information contained in this document is provided to assist the **Test Examiner** during the annual administration of the English language proficient (ELP) assessments in spring 2016. This document should be shared with division staff as appropriate.

As required in Section 1111 (b) (7) of the *Elementary and Secondary Education Act of 1965* ([ESEA](#)), school divisions must annually assess the English proficiency of all limited English proficient (LEP) students in kindergarten through grade 12.

ELP Assessments Test Administration Schedule for 2015-2016

In Virginia, the English language proficiency of all LEP students is assessed on an annual basis using one of the ELP assessments listed below:

- Online ACCESS for ELLs[®] 2.0 Test (grades 1 through 12);
- Paper ACCESS for ELLs[®] 2.0 Test (grades 1 through 12);
- Kindergarten ACCESS for ELLs[®] Test;
- Alternate ACCESS for ELLs[™] Test (grades 1 through 12);
- Virginia ELP Checklist for LEP Students in Kindergarten through Grade 12 with Hearing and Visual Impairments (Virginia ELP Checklist K-12); and
- Virginia ELP Checklist for LEP Students in Kindergarten with Significant Cognitive Disabilities (Virginia ELP Checklist K).

These ELP assessments must be administered during the established statewide ELP assessment testing window.

ELP Assessments Test Administration Schedule for 2015-2016	
October 12-November 13, 2015	Divisions upload Pre-ID data files in the WIDA Assessment Management System (WIDA AMS) during this window.
October 12-November 13, 2015	Divisions order test materials in WIDA AMS during this window.
December 7, 2015-April 1, 2016	Divisions set up online ACCESS for ELLs 2.0 test sessions in WIDA AMS during this window. DRC will contact DDOTs via e-mail with information about setting up test sessions in WIDA AMS .
January 11-April 1, 2016	Divisions must administer all ELP assessments during this window.
March 25, 2016	Divisions must order additional materials for the ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs tests in WIDA AMS by this date.

April 1, 2016	The STC must submit student data from the Virginia ELP Checklist K-12 and Virginia ELP Checklist K to the DDOT by this date.
April 8, 2016	The DDOT must submit student data from the Virginia ELP Checklist K-12 and Virginia ELP Checklist K to the Virginia Department of Education (VDOE) by this date.
April 8, 2016	All ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs test materials must be shipped to Data Recognition Corporation (DRC) for scoring by this date.
May 9-20, 2016	All student-level data in the ACCESS for ELLs 2.0 (including Kindergarten ACCESS for ELLs) and Alternate ACCESS for ELLs data files must be verified within WIDA AMS , and errors must be corrected during this Pre-Reporting online data validation window. DRC will contact DDOTs via e-mail with directions for accessing and editing data.
June 6, 2016	Divisions receive printed score reports, and DRC provides access in WIDA AMS to download data and print additional reports by this date.
June 6-July 1, 2016	<p>Divisions must submit corrections in WIDA AMS to student-level data to the ACCESS for ELLs 2.0 (including Kindergarten ACCESS for ELLs) and Alternate ACCESS for ELLs data files during this Post-Reporting online data validation window. DRC will contact DDOTs via e-mail with directions for accessing and editing data within WIDA AMS. DRC will not reissue printed score reports.</p> <p>Note: DDOTs are responsible for ensuring all corrections are made to division-level data. VDOE staff will not correct errors in the state-level ACCESS for ELLs 2.0 (including Kindergarten ACCESS for ELLs) and Alternate ACCESS for ELLs data files.</p>
July 8, 2016	DRC provides state-level ACCESS for ELLs 2.0 (including Kindergarten ACCESS for ELLs) and Alternate ACCESS for ELLs data files to VDOE by this date.

English Language Proficiency (ELP) Assessments Test Security

The following test security information should be read and understood by all school division personnel who may be exposed to secure test materials and involved in the administration of the annual ELP assessments, including but not limited to Test Examiners, Proctors, School Test Coordinators (STCs), and Division Directors of Testing (DDOTs). The appropriate security agreement must be completed before access to any ELP assessment is granted or any ELP assessment is administered.

- The online WIDA Non-Disclosure Agreement is located under the “Logistics” link for the online and paper ACCESS for ELLs tests in the ACCESS for ELLs 2.0 Training Course at the [WIDA Web site](#) (requires a WIDA login). This test security statement also applies to the Kindergarten ACCESS for ELLs and Alternate ACCESS for ELLs tests.

Below is a screen capture of the online WIDA Non-Disclosure Agreement that must be accepted before accessing the ACCESS for ELLs 2.0 Training Course for the first time at the [WIDA Web site](#).

WIDA

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WIDA Non-Disclosure Agreement

NONDISCLOSURE AGREEMENT (NDA) for ACCESS for ELLs® TEST ADMINISTRATOR TRAINING

The Board of Regents of the University of Wisconsin System (the "Regents"), on behalf of the WIDA Consortium ("WIDA") is the copyright owner of the secure, unpublished ACCESS for ELLs® test (the "Test"), as defined in 37 C.F.R. § 202.20(b)(4).

WIDA treats the Test as intellectual property consisting of valuable and proprietary trade secrets. WIDA maintains the Test as confidential and secure, and only provides access to the Test to individuals who are legally bound to maintain the confidentiality and security of the Test.

In consideration for my participation in the online ACCESS for ELLs® Test Administrator Training course (the "WIDA Training Course") for my role as an ACCESS for ELLs® test coordinator or test administrator I agree to the following:

1. The Test is confidential with all Test material belonging to the Regents.
2. The WIDA Training Course contains confidential, proprietary information and intellectual property from the Test.
3. I shall not disclose or reproduce any Test information or Test forms I receive, including Test items, except for the express purpose of carrying out my role as a test coordinator or test administrator.
4. The Test must be kept secure and confidential since disclosure of the Test to third parties could adversely affect the validity of the Test items, Test results, and/or the commercial value of the Test. I shall keep all Test materials secure and confidential at all times in accordance with any instructions that I receive from the WIDA Training Course, the WIDA test administration manual, or WIDA test administration instructions provided by my ACCESS for ELLs® district facilitator.

- The Spring 2016 Non-disclosure Agreement is on page 3 of the Virginia English Language Proficiency (ELP) Checklist for Limited English Proficient (LEP) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments; and
- The Spring 2016 Non-disclosure Agreement is on page 3 of the Virginia English Language Proficiency (ELP) Checklist for Limited English Proficient (LEP) Students in Kindergarten with Significant Cognitive Disabilities.

Each school division must ensure the security and accountability of all ELP assessment test materials from the time of receipt until all testing is completed. DRC will ship all secure ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs test

materials to the DDOT. Electronic copies of the Virginia ELP Checklist K-12 and Virginia ELP Checklist K will be provided to the DDOT and will be posted to the DDOT page in the [Single Sign-on for Web Systems \(SSWS\)](#). Test Examiners, Proctors, STCs, and DDOTs are responsible for:

- Maintaining the security of all online and paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs test materials (student test tickets, student test booklets, Listening and Speaking tests CDs, test administrator scripts, student Pre-ID labels, etc.);
- Maintaining the security of the Virginia ELP Checklist K-12, the Virginia ELP Checklist K, and student evidence;
- Ensuring a secure test environment;
- Maintaining security authorizations receipt, inventory, distribution, and secure storage of test materials; and
- Reviewing and maintaining local security procedures to ensure that students have no access to cell phones, electronic devices, or other unauthorized materials during testing.

Security procedures must be followed to ensure complete test security. **Without exception**, all ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs test booklets, students' Pre-ID labels, Virginia ELP Checklist K-12, Virginia ELP Checklist K, as well as student evidence for the Virginia ELP Checklist K-12 and the Virginia ELP Checklist K must be kept in secure, locked storage at all times when they are not in use during actual testing or collection of evidence sessions.

**Online ACCESS for ELLs 2.0 Test Administration
Test Examiner Checklist**

Activities Before Test Administration	
<input type="checkbox"/>	1. Read and accept the WIDA Non-Disclosure Agreement prior to accessing the ONLINE Grades 1-12 module of the ACCESS for ELLs 2.0 Training Course at the WIDA Web site . This non-disclosure agreement states the security guidelines you agree to follow throughout the administration of the online ACCESS for ELLs 2.0 test.
<input type="checkbox"/>	2. Review the Online Test Administrator Checklist located within the ACCESS for ELLs 2.0 Training Course at the WIDA Web site .
<input type="checkbox"/>	3. Complete the ONLINE Grades 1-12 module of the ACCESS for ELLs 2.0 Training Course at the WIDA Web site as well as any local training.
<input type="checkbox"/>	4. Read the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016</i> as well as any local directions you have been given.
<input type="checkbox"/>	5. Identify students who will be tested. Refer to Appendix A for details.
<input type="checkbox"/>	6. Inform parents and students of testing.
<input type="checkbox"/>	7. Review the User Guide ACCESS for ELLs 2.0 Grades 1–12 Online Test Interactive Sample Items linked in the Online Test Administrator Checklist located within the ACCESS for ELLs 2.0 Training Course at the WIDA Web site .
<input type="checkbox"/>	8. Prepare students for testing. Online ACCESS for ELLs 2.0 test demos and test practice are described in Section 7 of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016</i> . Test demos and test practice are accessed via the Online Test Administrator Checklist located within the ACCESS for ELLs 2.0 Training Course at the WIDA Web site .
<input type="checkbox"/>	9. Prepare the test site for testing as described in Section 5 of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016</i> . Ensure all items capable of providing an unfair advantage are covered or removed from the testing site as appropriate.
<input type="checkbox"/>	10. Verify the use of Proctors or need for additional assistance during test sessions.
<input type="checkbox"/>	11. Review the directions for administering the online ACCESS for ELLs 2.0 test as described in Sections 7 and 8 and Appendices E, F, G, H, and I of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016</i> . Note: Separate Test Administrator's Scripts for the online ACCESS for ELLs 2.0 test are not provided.

<input type="checkbox"/>	12. If administering the online ACCESS for ELLs 2.0 test to LEP students with disabilities or documented temporary conditions who require special testing accommodation(s), become familiar with the testing accommodations specified in the student's Individualized Education Program (IEP) or 504 Management Plan. Coordinate with the STC how testing accommodation(s) will be provided. Review Section 6 of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016</i> as well as the ACCESS for ELLs 2.0 Accessibility and Accommodations Guidelines and ACCESS for ELLs 2.0 Accessibility and Accommodations Descriptions for details.
Activities During Test Administration	
<input type="checkbox"/>	1. Online ACCESS for ELLs 2.0 testing cannot begin before Monday, January 11, 2016.
<input type="checkbox"/>	2. Ensure all students are assigned to the correct grade-level cluster (1, 2-3, 4-5, 6-8, or 9-12) for the online ACCESS for ELLs 2.0 test.
<input type="checkbox"/>	3. On the day of testing, receive appropriate test materials from the STC. Verify receipt of secure materials by signing the appropriate transmittal form(s). Test materials include student test tickets, <i>ACCESS for ELLs 2.0 Online Writing Response Booklets Form 400</i> , and Test Administrator's Script(s) in Appendices E, F, G, H, and I of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016</i> . Verify that the Pre-ID labels affixed to the front covers of all <i>ACCESS for ELLs 2.0 Online Writing Response Booklets Form 400</i> are correct.
<input type="checkbox"/>	4. Contact the STC for instructions regarding hand-coding <i>ACCESS for ELLs 2.0 Online Writing Response Booklets Form 400</i> with incorrect or without Pre-ID labels. All information hand-coded on test booklets must be verified by a second school official to ensure accuracy.
<input type="checkbox"/>	5. Verify the preparation of the testing room.
<input type="checkbox"/>	6. Become familiar with the procedure for handling and reporting testing irregularities to the STC as soon as they occur. Refer to Appendix B for details.
<input type="checkbox"/>	7. Administer the online ACCESS for ELLs 2.0 test by reading the test directions verbatim or reading the test directions with modifications for students with certain testing accommodations as specified in the student's IEP or 504 Management Plan. The test directions for administering each section of the online ACCESS for ELLs 2.0 test are in Appendices E, F, G, H, and I of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016</i> .
<input type="checkbox"/>	8. Administer the online ACCESS for ELLs 2.0 test in the following order, per WIDA's recommendation: Listening test → Reading test → Writing test → Speaking test or Listening test → Reading test → Speaking test → Writing test
<input type="checkbox"/>	9. Monitor the students as they test.
<input type="checkbox"/>	10. All online ACCESS for ELLs 2.0 testing must be completed by Friday, April 1, 2016.

Activities After Test Administration	
<input type="checkbox"/>	1. For students who respond to the online Writing tasks in an <i>ACCESS for ELLs 2.0 Online Writing Response Test Booklet Form 400</i> , hand-code the date that the online Writing test is completed in the “DATE OF TESTING” field on the front cover of the student’s <i>ACCESS for ELLs 2.0 Online Writing Response Test Booklet Form 400</i> . Do not hand-code any other information on <i>ACCESS for ELLs 2.0 Online Writing Response Test Booklet Form 400</i> unless instructed to do so by the STC. All information hand-coded on test booklets must be verified by a second school official to ensure accuracy.
<input type="checkbox"/>	2. Return all test materials to the STC.
<input type="checkbox"/>	3. Inform the STC of any student absent from test sessions.
<input type="checkbox"/>	4. Be prepared to assist with make-up testing for absent students.
<input type="checkbox"/>	5. Inform the STC of any testing irregularities when they occur. Refer to Appendix B for details.

**Paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs,
and Alternate ACCESS for ELLs Tests Administration
Test Examiner Checklist**

Activities Before Test Administration	
<input type="checkbox"/>	1. Read and accept the WIDA Non-Disclosure Agreement prior to accessing the PAPER-BASED Grades 1-12 module of the ACCESS for ELLs 2.0 Training Course at the WIDA Web site . This non-disclosure agreement states the security guidelines you agree to follow throughout the administration of the paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs tests.
<input type="checkbox"/>	2. Review the Paper Test Administrator Checklist, the Kindergarten Test Administrator Checklist, or the Alternate ACCESS for ELLs Test Administrator Checklist, as appropriate, located within the ACCESS for ELLs 2.0 Training Course at the WIDA Web site .
<input type="checkbox"/>	3. Complete the PAPER-BASED Grades 1-12, Kindergarten, or the Alternate ACCESS Grades 1-12 modules, as appropriate, of the ACCESS for ELLs 2.0 Training Course at the WIDA Web site as well as any local training.
<input type="checkbox"/>	4. In addition to any local directions you have received, read: <ul style="list-style-type: none"> • the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016</i>; • the <i>Kindergarten ACCESS for ELLs[®] Listening, Speaking, Writing, and Reading Form 303 Test Administration Manual 2015-2016</i>; and/or • the <i>Alternate ACCESS for ELLs[™] Form 103 Test Administrator's Manual 2015-2016</i>.
<input type="checkbox"/>	5. Identify students who will be tested. Refer to Appendix A for details.
<input type="checkbox"/>	6. Inform parents and students of testing.
<input type="checkbox"/>	7. Prepare students for testing by testing by providing practice with the appropriate grade-level items in the <i>ACCESS for ELLs[®] Listening, Reading, Writing, and Speaking Sample Items 2008</i> Grades 1-12 or <i>Alternate ACCESS for ELLs[™] Listening, Reading, Speaking, and Writing Sample Items 2011</i> . The <i>ACCESS for ELLs[®] Listening, Reading, Writing, and Speaking Sample Items 2008</i> Grades 1-12 and <i>Alternate ACCESS for ELLs[™] Listening, Reading, Speaking, and Writing Sample Items 2011</i> are available in the Download Library on the WIDA Web site . Note: No sample items are available for the Kindergarten ACCESS for ELLs test.
<input type="checkbox"/>	8. Prepare the test site for testing as described in: <ul style="list-style-type: none"> • Section 5 of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016</i>; • Section 2 of the <i>Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Test Administration Manual 2015-2016</i>; and/or • Section 5 of the <i>Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016</i>. Note: Ensure all items capable of providing an unfair advantage are covered or removed from the testing site as appropriate.

<input type="checkbox"/>	9. Verify the use of Proctors or need for additional assistance.
<input type="checkbox"/>	<p>10. Review the directions for administering the paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs tests, as appropriate, as described in the following:</p> <ul style="list-style-type: none"> • Sections 7 and 8 of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016</i> and the <i>ACCESS for ELLs® 2.0 Form 400 Test Administrator's Script 2015-2016</i>; • Sections 3, 4, and 5 of the <i>Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Test Administration Manual 2015- 2016</i>; and the <i>Kindergarten ACCESS for ELLs® Form 303 Test Administrator's Script 2015-2016</i>; and • Sections 6, 7, 8, and 9 of the <i>Alternate ACCESS for ELLs Form 103 Test Administration Manual 2015-2016</i> and the <i>Alternate ACCESS for ELLs™ Form 103 Test Administrator's Script 2015-2016</i>.
<input type="checkbox"/>	<p>11. If administering tests to LEP students with disabilities or documented temporary conditions who require special testing accommodations, become familiar with the testing accommodations specified in their Individualized Education Programs (IEPs) or 504 Management Plans. Coordinate with the STC how testing accommodations will be provided. Review the following for details:</p> <ul style="list-style-type: none"> • Section 6 of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016</i>; • Section 6 of the <i>Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Test Administration Manual 2015-2016</i>; • Section 4 of the <i>Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016</i>; as well as • the ACCESS for ELLs 2.0 Training Course at the WIDA Web site for guidance on providing allowable testing accommodations.
Activities During Test Administration	
<input type="checkbox"/>	1. Paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs testing cannot begin before Monday, January 11, 2016.
<input type="checkbox"/>	2. Ensure each student is assigned to the correct grade-level cluster and tier for the paper ACCESS for ELLs 2.0 test, to the Kindergarten ACCESS for ELLs test, or to the correct grade-level cluster for the Alternate ACCESS for ELLs test.

<input type="checkbox"/>	<p>3. On the day of testing, receive all necessary copies of the following test materials from the STC. Verify receipt of secure materials by signing the appropriate transmittal form(s). Test materials include:</p> <ul style="list-style-type: none"> • <i>ACCESS for ELLs 2.0 Form 400 Test Administrator’s Script 2015-2016</i>; • <i>ACCESS for ELLs 2.0 Listening, Reading, and Writing Form 400 Test Booklet</i>; • <i>ACCESS for ELLs 2.0 Speaking Form 400 Test Booklet</i>; • <i>ACCESS for ELLs 2.0 Listening and Speaking Test Form 400 CDs</i>; • <i>Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Test Administrator’s Script</i>; • <i>Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Listening, Speaking, Writing, and Reading Form 303 Student Response Booklet</i>; • <i>Kindergarten Student Storybook</i>; • <i>Kindergarten Student Activity Board</i>; • <i>Kindergarten Cards and Card Pouch Booklet</i>; • <i>Alternate ACCESS for ELLs Form 103 Test Administrator’s Script</i>; • <i>Alternate ACCESS for ELLs Form 103 Student Response Booklet</i>; and • <i>Alternate ACCESS for ELLs Form 103 Listening, Reading, and Speaking Test Booklet</i>. <p>Note: Verify that the Pre-ID labels on students’ test booklets are correct.</p>
<input type="checkbox"/>	<p>4. Contact the STC for instructions regarding hand-coding the paper <i>ACCESS for ELLs 2.0 Listening, Reading and Writing Form 400 Test Booklet</i>, <i>Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Student Response Booklet</i>, or <i>Alternate ACCESS for ELLs Student Response Booklet Form 103</i> with incorrect or without Pre-ID labels. All information hand-coded on test booklets must be verified by a second school official to ensure accuracy.</p>
<input type="checkbox"/>	<p>5. Verify the preparation of the testing room.</p>
<input type="checkbox"/>	<p>6. Become familiar with the procedure for handling and reporting testing irregularities to the STC as soon as they occur. Refer to Appendix B for details.</p>
<input type="checkbox"/>	<p>7. Administer the paper <i>ACCESS for ELLs 2.0</i>, <i>Kindergarten ACCESS for ELLs</i>, or <i>Alternate ACCESS for ELLs</i> test by reading the test directions verbatim or reading the test directions with modifications for students with certain testing accommodations as specified in the student’s IEP or 504 Management Plan. Test directions are in:</p> <ul style="list-style-type: none"> • the <i>ACCESS for ELLs 2.0 Form 400 Test Administrator’s Script 2015-2016</i>; • the <i>Kindergarten ACCESS for ELLs Form 303 Test Administrator’s Script 2015-2016</i>; and • the <i>Alternate ACCESS for ELLs Form 103 Test Administrator’s Manual 2015-2016</i>.
<input type="checkbox"/>	<p>8. Administer each section of the paper <i>ACCESS for ELLs 2.0</i> test in the allotted time as specified on the following pages in Section 7 of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator’s Manual 2015-2016</i>:</p> <ul style="list-style-type: none"> • Listening: pages 57-63; • Reading: pages 63-65; • Writing: pages 65-69; and • Speaking: pages 70-79.

<input type="checkbox"/>	<p>9. Administer each section of the Kindergarten ACCESS for ELLs test in one sitting, taking an average of 45 minutes per student as described in the following sections of the <i>Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Test Administration Manual 2015-2016</i>:</p> <ul style="list-style-type: none"> • Listening and Speaking: Section 3; • Writing: Section 4; and • Reading: Section 5. <p>Note: Breaks are permitted as described in “Clarification on Breaks” on page 15 of the <i>Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Test Administration Manual 2015-2016</i>.</p>
<input type="checkbox"/>	<p>10. Administer each section of the Alternate ACCESS for ELLs test in the allotted time as specified on the following pages of the <i>Alternate ACCESS for ELLs Form 103 Test Administrator’s Manual 2015-2016</i>:</p> <ul style="list-style-type: none"> • Listening: Section 6; • Reading: Section 7; • Speaking: Section 8; and • Writing: Section 9.
<input type="checkbox"/>	11. Monitor the students as they test.
<input type="checkbox"/>	12. All paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs testing must be completed by Friday, April 1, 2016.
Activities After Test Administration	
<input type="checkbox"/>	1. Hand-code the date testing is completed in the “DATE OF TESTING” field on the front cover of the student’s paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test booklet. Do not hand-code any other information on the test booklets <u>unless</u> instructed to do so by the STC. All information hand-coded on test booklets must be verified by a second school official to ensure accuracy.
<input type="checkbox"/>	2. Return all paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and/or Alternate ACCESS for ELLs test materials to the STC.
<input type="checkbox"/>	3. Inform the STC of any student absent from test sessions.
<input type="checkbox"/>	4. Be prepared to assist with make-up testing for absent students.
<input type="checkbox"/>	5. Inform the STC of any testing irregularities when they occur. Refer to Appendix B for details.

**Virginia ELP Checklists Administration
Test Examiner Checklist**

Activities Before Test Administration	
<input type="checkbox"/>	1. Read and sign the following, as appropriate, and return to the STC: <ul style="list-style-type: none"> • Virginia ELP Checklist for LEP Students in Kindergarten through Grade 12 with Hearing and Visual Impairments, Spring 2016 Non-disclosure Agreement; and/or • Virginia ELP Checklist for LEP Students in Kindergarten with Significant Cognitive Disabilities, Spring 2016 Non-disclosure Agreement.
<input type="checkbox"/>	2. Complete the Test Examiner training by viewing the following PowerPoint presentations as appropriate: <ul style="list-style-type: none"> • Training Presentation: Virginia English Language Proficiency (ELP) Checklist for Limited English Proficient (LEP) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments, Spring 2016 (Virginia ELP Checklist K-12), updated November 30, 2015; and/or • Training Presentation: Virginia English Language Proficiency (ELP) Checklist for Limited English Proficient (LEP) Students in Kindergarten with Significant Cognitive Disabilities, Spring 2016 (Virginia ELP Checklist K), updated November 30, 2015.
<input type="checkbox"/>	3. Be familiar with the directions for administering the Virginia ELP Checklist K-12 or Virginia ELP Checklist K as appropriate and collecting student evidence.
<input type="checkbox"/>	4. Identify students who will be assessed. Refer to Appendix A for details.
<input type="checkbox"/>	5. Inform parents and students of the collection of evidence.
<input type="checkbox"/>	6. Prepare students for the collection of evidence sessions.
<input type="checkbox"/>	7. Prepare the test site for the collection of evidence sessions, to be administered under test-like conditions, ensuring all items that are capable of providing an unfair advantage are covered or removed as appropriate.
<input type="checkbox"/>	8. Verify the use of Proctors or need for additional assistance during collection of evidence activities.
<input type="checkbox"/>	9. Become familiar with testing accommodations specified in the Individualized Education Programs (IEPs) or 504 Management Plans for LEP students with disabilities or documented temporary conditions.
<input type="checkbox"/>	10. Know how to handle and report collection of evidence irregularities to the STC as soon as they occur. Refer to Appendix B for details.
Activities During Test Administration	
<input type="checkbox"/>	1. Evidence must be collected under test-like conditions during the ELP assessments testing window. Collection of evidence sessions cannot begin before Monday, January 11, 2016.
<input type="checkbox"/>	2. Before each collection of evidence session, ensure that all materials necessary for the collection of student evidence, such as paper, writing implements, manipulatives, recording device, etc., are available.

<input type="checkbox"/>	3. Check “Yes” or “No” on the Virginia ELP Checklist K-12 or Virginia ELP Checklist K to indicate the LEP student’s achievement for each piece of evidence collected under test-like conditions. Allowable testing accommodations should be provided for LEP students with disabilities or documented temporary conditions as specified in the student’s IEP or 504 Management Plan.
<input type="checkbox"/>	4. Become familiar with the procedure for handling and reporting testing irregularities to the STC as soon as they occur. Refer to Appendix B for details.
<input type="checkbox"/>	5. Maintain the Virginia ELP Checklist K-12 or Virginia ELP Checklist K and student evidence in a confidential and secure manner.
<input type="checkbox"/>	6. All Virginia ELP Checklist K-12 and Virginia ELP Checklist K collection of evidence sessions must be completed by Friday, April 1, 2016.
Activities After Test Administration	
<input type="checkbox"/>	1. Return the completed Virginia ELP Checklist K-12 or Virginia ELP Checklist K, as appropriate, and student evidence to the STC.
<input type="checkbox"/>	2. Inform the STC of any student absent from the collection of evidence sessions.
<input type="checkbox"/>	3. Be prepared to assist with make-up collection of evidence session(s) for absent students.
<input type="checkbox"/>	4. Inform the STC of any collection of evidence irregularities when they occur. Refer to Appendix B for details.

Appendix A

Guidelines for Determining Student Participation in an Annual ELP Assessment

The following criteria are provided to assist Test Examiners, STCs, and DDOTs in determining each LEP student's participation in an annual ELP assessment. Formerly LEP (FLEP) students at level 6, year 1, and level 6, year 2, **do not participate** in an annual ELP assessment.

ACCESS for ELLs 2.0 Online and Paper Tests and Kindergarten ACCESS for ELLs Test Participation

1. The student is currently
 - a. identified as limited English proficient; **and**
 - b. included in the division's Title III LEP subgroup; **and**
 - c. enrolled as an LEP student in kindergarten through grade 12 and
 - i. receives ESL instructional services; **or**
 - ii. does not receive ESL instructional services.
2. The student's placement for spring 2016 online and paper ACCESS for ELLs 2.0 testing has been determined by the student's current English language proficiency level as reported on the spring 2015 ACCESS for ELLs test score report or by the composite score from an ELP screening assessment such as the WIDA-ACCESS Placement Test ([W-APT™](#)) or WIDA Measure of Developing English Language ([MODEL™](#)) administered during the 2015-2016 school year. WIDA provides guidance for tier placement for the paper ACCESS for ELLs 2.0 test in the following resources:
 - [Tier Placement Tutorial](#); and
 - [Tier Placement Protocol](#).
3. The student in kindergarten is identified as LEP based on the score from an ELP screening assessment such as the [Kindergarten W-APT](#) or [Kindergarten WIDA MODEL](#) and will participate in the Kindergarten ACCESS for ELLs test in spring 2016.

Alternate ACCESS for ELLs Test Participation

1. The student is currently
 - a. identified as limited English proficient; **and**
 - b. included in the division's Title III LEP subgroup; **and**
 - c. enrolled as an LEP student in grades 1 through 12 and
 - i. receives ESL instructional services; **or**
 - ii. does not receive ESL instructional services.
2. The student receives special education services under the *Individuals with Disabilities Education Act* ([IDEA](#)) (2004) based on having a significant cognitive disability as documented in his/her IEP.
3. The student receives instruction based on the [Aligned Standards of Learning \(ASOL\)](#) in grades 3 through 12 and meets all of the [participation criteria](#) established by WIDA. For students in grades 1 and 2, the IEP team and LEP committee will determine if the student meets the participation criteria to be eligible for the Alternate ACCESS for ELLs test.

Appendix A, cont.

Virginia ELP Checklist for LEP Students in Kindergarten through Grade 12 with a Hearing or Visual Impairment Participation

1. The student is currently
 - a. identified as limited English proficient; **and**
 - b. included in the division's Title III LEP subgroup; **and**
 - c. enrolled as an LEP student in kindergarten through grade 12 and
 - i. receives ESL instructional services; **or**
 - ii. does not receive ESL instructional services.
2. The student receives special education services under [IDEA](#) (2004) based on having a hearing or visual impairment as documented in his/her IEP.
3. The student's hearing or visual impairment prevents meaningful participation in the online or paper ACCESS for ELLs 2.0 test.

Virginia ELP Checklist for LEP Students in Kindergarten with a Significant Cognitive Disability Participation

1. The student is currently
 - a. identified as limited English proficient; **and**
 - b. included in the division's Title III LEP subgroup; **and**
 - c. enrolled as an LEP student in kindergarten and
 - i. receives ESL instructional services; **or**
 - ii. does not receive ESL instructional services.
2. The student receives special education services under [IDEA](#) (2004) based on having a significant cognitive disability as documented in his/her IEP.
3. No Alternate ACCESS for ELLs test 2.0 is available for kindergarten; therefore, the IEP team and LEP committee must determine if the student meets the Alternate ACCESS for ELLs test [participation criteria](#) established by WIDA. If the student meets these criteria, the student is eligible to be assessed with the Virginia ELP Checklist K.

Appendix B

Instructions for Identifying and Submitting Testing Irregularities

ELP assessment testing irregularities must be reported immediately to the STC. The DDOT may be called upon to investigate, resolve, or report suspected testing irregularities within 24 hours of their occurrence. When appropriate, the DDOT will consult with VDOE staff regarding the resolution of a testing irregularity. It is important to note that a testing irregularity may result in the invalidation of one or more sections of the online or paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test or the invalidation of the entire online or paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test. An Overall Score (Composite) cannot be calculated for the online or paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test that has one or more sections invalidated. A testing irregularity may also result in the invalidation of the evidence collected for one of the Virginia ELP Checklist K12 or Virginia ELP Checklist K.

All testing irregularities must be reported within 24 hours of occurrence to VDOE by completing the form at the end of this appendix and submitting it to VDOE via the [SSWS](#) Dropbox. **Do not submit testing irregularities via e-mail.**

A testing irregularity is any occurrence during a test administration that meets one or more of the following criteria:

- inappropriately influences student performance;
- inappropriately influences the reporting of student performance;
- constitutes a breach in test security; or
- results in the improper implementation of mandatory student testing.

Examples of ELP assessment testing irregularities include but are not limited to:

- Test Examiner and/or Proctor does not follow administration directions;
- Test Examiner fails to administer the online or paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs test, or Alternate ACCESS for ELLs test or a section of the test;
- Test Examiner fails to collect evidence for all Model Performance Indicators (MPIs) on the Virginia ELP Checklist K-12;
- Test Examiner fails to collect evidence for all Alternate Model Performance Indicators (AMPIs) on the Virginia ELP Checklist K;
- evidence for MPIs in the Virginia ELP Checklist K-12 is not collected under test-like conditions;
- evidence for AMPIs in the Virginia ELP Checklist K is not collected under test-like conditions;
- the test or checklist is administered in a language other than English;
- responses to student's questions are given in a language other than English;
- student is tested on the incorrect grade-level cluster of the online ACCESS for ELLs 2.0 test;

Appendix B, cont.

- student is tested on the incorrect grade-level cluster and/or tier of the paper ACCESS for ELLs 2.0 test;
- student is incorrectly tested with the Kindergarten ACCESS for ELLs 2.0 test;
- student is incorrectly tested with the Alternate ACCESS for ELLs 2.0 test;
- student is tested on the incorrect grade-level cluster of the Alternate ACCESS for ELLs test;
- student refuses to test;
- student is disruptive during testing;
- student is absent during testing;
- parent refuses to permit the student to test;
- formerly LEP student is tested;
- during testing a student becomes ill, is interrupted to go to an appointment, or leaves the testing room unsupervised;
- during testing student accesses a cell phone, electronic device, or other unauthorized materials;
- during testing student is observed cheating;
- Test Examiner, Proctor, or another adult provides improper assistance to a student;
- testing accommodations specified in a student's IEP or 504 Management Plan are not provided;
- student is provided unnecessary accommodations;
- student's test booklet is missing;
- an unused or unassigned test booklet is missing;
- other test materials, such as Listening and Speaking tests CDs, Test Administrator's Scripts, or Virginia ELP Checklist student evidence are missing;
- test security is violated;
- Test Examiner, Proctor, or other school staff review student responses in test booklet; or
- student responses in test booklet or in Virginia ELP Checklist student evidence are altered.

The Testing Irregularity Submission Form - Spring 2016 on the following page is available as Word document with macro-enabled fields. To request a copy, please contact the student assessment staff by [e-mail](#).

Appendix B, cont.

Virginia English Language Proficiency Assessments

Testing Irregularity Submission Form - Spring 2016

Directions: Completely fill in the information requested below and submit this form to the School Test Coordinator (STC) or Division Director of Testing (DDOT) for review. Because this form may include confidential information, it must be transmitted securely; do not transmit this form using e-mail. Testing irregularities should be reported to the Virginia Department of Education (VDOE) within 24 hours of occurrence. A copy of the completed form must be maintained locally on file.

Division Name:

School Name:

Submitted by:

Title:

Date:

English Language Proficiency Assessment:
Tier (for the paper ACCESS for ELLs 2.0 test only):
Language Domain Test (choose all that apply): <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing

(If five or more students are involved, attach a list of additional names and STIs.)

Student Name	State Testing Identifier	Grade

Description of Irregularity:

Resolution (VDOE only):

DDOT or Designee only will submit completed form to VDOE via the [SSWS](#) Dropbox.

To: School Division: Virginia Department of Education

Receiver: Fugate, Robert

CC: McClintock, Kevin

Subject: ELP Testing Irregularity

Appendix C

Instructions for Hand-coding the Front and Back Covers of Test Booklets with Incorrect Pre-ID Labels or without Pre-ID Labels

These instructions are provided for hand-coding the following test booklets with incorrect Pre-ID or without Pre-ID labels:

- Online *ACCESS for ELLs 2.0 Writing Response Booklet Form 400*;
- Paper *ACCESS for ELLs 2.0 Listening, Reading, and Writing, Form 400 Test Booklet*;
- *Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Student Response Booklet*; and
- *Alternate ACCESS for ELLs Student Response Booklet Form 103*.

For all test booklets, the data fields in bold are **required** and must be hand-coded on the front and back covers using only a **No. 2** pencil. Additionally, all hand-coded test booklets must have a yellow District/School label affixed correctly to the front cover.

Front Cover of the Test Booklet:

- **DATE OF TESTING:** This field must contain the date that the student completed testing.
- **STUDENT'S LAST NAME:** This field must contain the student's last name.
- **FIRST NAME:** This field must contain the student's first name.
- **MI:** The student's middle initial is not a required field.

Back Cover of the Test Booklet:

- **DISTRICT NAME:** This field must contain the school division name.
- **SCHOOL NAME:** This field must contain the school name.
- **NATIVE LANGUAGE:** This field is optional. The WIDA research team collects these codes; therefore, if coding this field, please use the language codes that are used in the Student Record Collection. The [language codes](#) are posted to the [VDOE Web site](#).
- **STATE NAME ABBREVIATION:** This field must contain **VA**.
- **RACIAL/ETHNIC GROUP PART 1:** This field must be coded **H** if the student's ethnicity is Hispanic/Latino or **N** if the student's ethnicity is not Hispanic/Latino.
- **RACIAL/ETHNIC GROUP PART 2:** Code all fields that apply.
 - **American Indian/Alaskan Native:** This field must be coded **I** if the student is American Indian/Alaskan Native or left blank if the student is not American Indian/Alaskan Native.
 - **Asian:** This field must be coded **A** if the student is Asian or left blank if the student is not Asian.
 - **Black/African American:** This field must be coded **B** if the student is Black/African American or left blank if the student is not Black/African American.

Appendix C, cont.

- **Pacific Islander/Hawaiian:** This field must be coded **P** if the student is Pacific Islander/Hawaiian or left blank if the student is not Pacific Islander/Hawaiian.
- **White:** This field must be coded **W** if the student is White or left blank if the student is not White.
- **BIRTH DATE:** This field must contain the student's date of birth and must follow the convention **MMDDYYYY** where **MM** is the 2-digit month, **DD** is the 2-digit day, and **YYYY** is the 4-digit year. For example, if a student's date of birth is September 16, 2003, it should be entered into this field as 09162003. Supply leading zeroes for the month and day where appropriate and include a 4-digit year.
- Date First Enrolled in U. S. School: This field is optional.
- **GRADE LEVEL:** This field contains the student's grade level and must be one of the following values (leading zeroes are required): **00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12 (00=Kindergarten)**.
- Length of time in LEP/ELL Program: This field is optional.
- **GENDER:** This field must contain the code representing the student's gender, **M**=Male or **F**=Female.
- IEP STATUS: This field is optional.
- TITLE III STATUS: This field is optional.
- MIGRANT: This field is optional.
- 504 PLAN: This field is optional.
- SCHOOL USE ONLY ACCOMMODATIONS: This field is optional.
- SCHOOL USE ONLY BILINGUAL/ESL TYPE: This field is optional.
- SCHOOL USE ONLY STATE SUPPORT DELIVERY MODEL: This field is optional.
- **STATE STUDENT ID NUMBER:** This field must contain the student's STI as issued by PearsonAccess. Left justify the numbers and leave the last five spaces blank. (This is a change from previous years.)
- STATE DEFINED OPTIONAL DATA: This field must remain blank. (This is a change from previous years.)
- DISTRICT STUDENT ID NUMBER: This field is optional.
- DISTRICT DEFINED OPTIONAL DATA: This field is optional.
- DO NOT SCORE THIS SECTION FOR THIS STUDENT: Review the directions for coding this field in:
 - Section 4 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016*;
 - Section 4 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016* (also applies to the Kindergarten ACCESS for ELLs test); and
 - Section 2 of the *Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016*.

Samples of the front and back test booklet covers are on the following pages. Required data fields are outlined in red.

Appendix C, cont.

All hand-coded test booklets must have a yellow District/School label affixed correctly to the front cover.

WIDA
CONSORTIUM
2015-2016

Grades 4-5 Tier A

ACCESS for ELLs® 2.0
Listening, Reading, and Writing
Form 400 Test Booklet

DATE OF TESTING

M	M	D	D	Y	Y	Y	Y
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

Place Bar Code Label Within This Box

U596404BLANK---

ALIGN TOP OF LABEL HERE

STUDENT'S LAST NAME										FIRST NAME										MI																																																																																																																																																																																																																																															
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596404-11725010012

SERIAL#

Resources for the Annual Administration of the ELP Assessments, Spring 2016

DISTRICT NAME										SCHOOL NAME																			
NATIVE LANGUAGE					STATE NAME ABBREVIATION					GRADE LEVEL					LENGTH OF TIME IN LEAP/ELL PROGRAM					GENDER									
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RACIAL/ETHNIC GROUP										BIRTH DATE										DATE FIRST ENROLLED U.S. SCHOOL									
Part 1—Select 1 ethnicity that applies. <input type="radio"/> Hispanic/Latino <input type="radio"/> Not Hispanic Part 2—Select ALL races that apply. <input type="radio"/> American Indian/Alaskan Native <input type="radio"/> Asian <input type="radio"/> Black/African American <input type="radio"/> Pacific Islander/Hawaiian <input type="radio"/> White										M M D D Y Y Y Y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>										M M D D Y Y Y Y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>									
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Appendix D

Instructions for Accounting for Students who were not assessed with the Online ACCESS for ELLs 2.0, Paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs Tests

The school division must account for any LEP student who is not assessed with an annual ELP assessment. The following scenarios describe situations where an LEP student is not assessed with the online ACCESS for ELLs 2.0, paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test and provide directions for accounting for the LEP student.

Student Refusal

The LEP student refuses to take the online ACCESS for ELLs 2.0 test. Refer to the directions provided in Section 4 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016* for details on coding a test "DEC." For online ACCESS for ELLs 2.0 tests, the "Do Not Score" code must be entered in [WIDA AMS](#). Refer to the directions on page 22 in the *WIDA Assessment Management System (WIDA AMS) User Guide*, Part 2, which is available within the ACCESS for ELLs 2.0 Training Course at the [WIDA Web site](#).

The LEP student refuses to take the paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test. To account for this student, "DEC" for declined (refusal to test) is coded in the "Do Not Score This Section For This Student" field on the back cover of the test booklet for each section of the test the student refuses to take. Refer to the directions provided in Section 4 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016* (also applies to the Kindergarten ACCESS for ELLs test) and in Section 2 of the *Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016* for details on coding a test booklet "DEC" in the "Do Not Score This Section For This Student" field on the back cover of the test booklet. **The paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test booklet must be submitted for scoring.**

Student Absence

The LEP student was absent during the twelve-week English language proficiency assessment testing window (January 11 through April 1, 2016); therefore, the student was not assessed with the online ACCESS for ELLs 2.0 test. Refer to the directions provided in Section 4 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016* for details on coding a test "ABS." For online ACCESS for ELLs 2.0 tests, the "Do Not Score" code must be entered in [WIDA AMS](#). Refer to page 22 in the *WIDA Assessment Management System (WIDA AMS) User Guide*, Part 2, which is available within the ACCESS for ELLs 2.0 Training Course at the [WIDA Web site](#).

The LEP student was absent during the twelve-week English language proficiency assessment testing window (January 11 through April 1, 2016); therefore, the student was not assessed with

Appendix D, cont.

the paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test. To account for this student, “ABS” for absence is coded in the “Do Not Score This Section For This Student” field on the back cover of the test booklet for each section of the test the student did not take because of absences. Refer to the directions provided in Section 4 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator’s Manual 2015-2016* (also applies to the Kindergarten ACCESS for ELLs test) and in Section 2 of the *Alternate ACCESS for ELLs Form 103 Test Administrator’s Manual 2015-2016* for details on coding a test booklet “ABS” in the “Do Not Score This Section For This Student” field. **The paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test booklet must be submitted for scoring.**

Failure to Test Student

The LEP student was not tested with the online ACCESS for ELLs 2.0 test. An Excel template (ELP Assessment Failure to Test Spring 2016.xls) is to be used for reporting the failure to test a student to VDOE. Directions for collecting and submitting student data are located in the first tabbed sheet (Required Fields Details) of the template, and student data should be collected in the second tabbed sheet (Student Data Collection) of the template. The DDOT must submit the completed data file to VDOE via the [SSWS](#) Dropbox no later than Friday, April 8, 2016, one week after the close of the ELP assessment testing window.

The LEP student was not tested with the paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test. An Excel template (ELP Assessment Failure to Test Spring 2016.xls) is to be used for reporting the failure to test a student to VDOE. Directions for collecting and submitting student data are located in the first tabbed sheet (Required Fields Details) of the template, and student data should be collected in the second tabbed sheet (Student Data Collection) of the template. The DDOT must submit the completed data file to VDOE via the [SSWS](#) Dropbox no later than Friday, April 8, 2016, one week after the close of the ELP assessment testing window. **No paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test booklet should be submitted for scoring.**

Parent/Guardian Refusal

The parent/guardian refuses to permit the student to take the online ACCESS for ELLs 2.0, paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test. Documentation of the parent refusal should be maintained in the student’s educational record. To account for the LEP student, the parent refusal must be reported to VDOE. An Excel template (ELP Assessment Parent Refusal Spring 2016.xls) is to be used for reporting the parent refusal to VDOE. Directions for collecting and submitting student data are located in the first tabbed sheet (Required Fields Details) of the template, and student data should be collected in the second tabbed sheet (Student Data Collection) of the template. The DDOT must submit the completed data file to VDOE via the [SSWS](#) Dropbox no later than Friday, April 8, 2016, one week after the close of the English language proficiency assessment testing window. **No paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test booklet should be submitted for scoring.**

Appendix E

Instructions for Accounting for Students who were not Assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K

The school division must account for any LEP student who is not assessed with an ELP assessment. The following scenarios describe situations where an LEP student is not assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K.

Student Refusal

The LEP student refuses to participate in the collection of evidence for the Virginia ELP Checklist K-12 or Virginia ELP Checklist K.

Student Absence

The LEP student was absent during the twelve-week English language proficiency assessment testing window (January 11 through April 1, 2016); therefore, the student was not assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K.

Failure to Test Student

The LEP student was not assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K.

Parent/Guardian Refusal

The parent/guardian refuses to permit the student to be assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K. Documentation of the parent refusal should be maintained in the student's educational record.

Accounting for Students not Assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K

Any LEP student not assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K must be reported to the VDOE. The Excel templates* used to collect student data for the spring 2016 administration of the Virginia ELP Checklist K-12 and the Virginia ELP Checklist K-12 are posted under the Testing Memos link on the Resources for the Division Director of Testing page in [SSWS](#). Each template contains two tabbed sheets. Directions for collecting and submitting student data are located in the first tabbed sheet (Required Fields Details) of the template, and student data should be collected in the second tabbed sheet (Student Data Collection) of the template. The DDOT must submit the completed data file to VDOE via the [SSWS](#) Dropbox no later than Friday, April 8, 2016, one week after the close of the English language proficiency assessment testing window.

*Spring 2016 Virginia ELP Checklist K-12_Attachment C.xlsx and Spring 2016 Virginia ELP Checklist_Attachment C.xls

Appendix F

Procedures for Transferring Students' English Language Proficiency Assessment Testing Materials during Test Administration

1. LEP Student Transfers to a Different School within the Division

ACCESS for ELLs 2.0 Online Test

If the student has started the online test, the DDOT must contact DRC Customer Service by telephone at (855) 787-9615 or by [e-mail](#) to request assistance in transferring the LEP student within WIDA AMS to another school within the school division.

ACCESS for ELLs 2.0 Paper Test

The DDOT is responsible for retrieving and maintaining the security of the LEP student's paper *ACCESS for ELLs 2.0 Listening, Reading, and Writing Form 400 Test Booklet* from the sending school as well as securely delivering the test booklet to the receiving school. The DDOT must ensure that a yellow District/School label is affixed atop the Pre-ID label by following the directions on pages 29-30 of *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016* **and** that the front and back covers of the test booklet are hand-coded accurately (refer to [Appendix C](#) for directions). After testing is completed, the DDOT will include the student's test booklet with the receiving school's test materials to be returned to DRC for scoring following the directions Section 9 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016*. These directions also apply to the online *ACCESS for ELLs 2.0 Writing Response Booklet Form 400* and *Kindergarten ACCESS for ELLs Student Response Booklet Form 303*.

Alternate ACCESS for ELLs Test

The DDOT is responsible for retrieving and maintaining the security of the LEP student's *Alternate ACCESS for ELLs Student Response Booklet Form 103* from the sending school as well as securely delivering the test booklet to the receiving school. The DDOT must ensure that a yellow District/School label is affixed atop the Pre-ID label by following the directions on pages 34-35 of the *Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016* **and** that the front and back covers of the test booklet are hand-coded accurately (refer to [Appendix C](#) for directions). After testing is completed, the DDOT will include the LEP student's test booklet with the receiving school's test materials to be returned to DRC for scoring following the directions in Section 2 of *Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016*.

Virginia ELP Checklist K12 and Virginia ELP Checklist K

The Division Director of Testing (DDOT) is responsible for retrieving and maintaining the security of the LEP student's Virginia ELP Checklist K12 or Virginia ELP Checklist K and student evidence from the sending school as well as securely delivering the LEP student's Virginia ELP Checklist K12 or Virginia ELP Checklist K and student evidence to the receiving school.

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2. LEP Student Transfers to a Different School Division within Virginia

Online ACCESS for ELLs 2.0 Test

If the student has started the online test, the DDOT must contact DRC Customer Service by telephone at (855) 787-9615 or by [e-mail](#) to request assistance in transferring the LEP student to another school division in Virginia within WIDA AMS.

Paper ACCESS for ELLs 2.0 Test

The DDOT of the sending division is responsible for retrieving and maintaining the security of the LEP student's paper *ACCESS for ELLs 2.0 Listening, Reading, and Writing Form 400 Test Booklet* from the sending school as well as securely delivering the test booklet to the receiving school division. These directions also apply to the online *ACCESS for ELLs 2.0 Writing Response Booklet Form 400* and *Kindergarten ACCESS for ELLs Student Response Booklet Form 303*.

The DDOT of the receiving division must ensure that a yellow District/School label is affixed atop the Pre-ID label by following the directions on pages 29-30 of *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016* **and** that the front and back covers of the test booklet are hand-coded accurately (refer to [Appendix C](#) for directions). After testing is completed, the DDOT will include the LEP student's test booklet with the receiving school's test materials to be returned to DRC for scoring following the directions Section 9 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016*. These directions also apply to the online *ACCESS for ELLs 2.0 Writing Response Booklet Form 400* and *Kindergarten ACCESS for ELLs Student Response Booklet Form 303*.

Alternate ACCESS for ELLs Test

The DDOT of the sending division is responsible for retrieving and maintaining the security of the LEP student's *Alternate ACCESS for ELLs Student Response Booklet Form 103* from the sending school as well as securely delivering the test booklet to the receiving school division.

The DDOT of the receiving division DDOT must ensure that a yellow District/School label is affixed atop the Pre-ID label by following the directions on pages 34-35 of the *Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016* **and** that the front and back covers of the test booklet are hand-coded accurately (refer to [Appendix C](#) for directions). After testing is completed, the DDOT will include the LEP student's test booklet with the receiving school's test materials to be returned to DRC for scoring following the directions in Section 2 of *Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016*.

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Virginia ELP Checklist K-12 and Virginia ELP Checklist K

The DDOT of the sending division is responsible for retrieving and maintaining the security of the LEP student's Virginia ELP Checklist K12 or Virginia ELP Checklist K and student evidence from the sending school as well as securely delivering the LEP student's Virginia ELP Checklist K12 or Virginia ELP Checklist K and student evidence to the receiving school division.

The DDOT of the receiving division must ensure that the LEP student's Virginia ELP Checklist K12 or Virginia ELP Checklist K and student evidence are maintained securely and that the student demographic information at the top of the checklist is updated. The DDOT is responsible for reporting student data to VDOE by Friday, April 8, 2016.

For questions regarding LEP students' participation in the annual ELP assessments, please contact the student assessment staff by [e-mail](#) or by telephone at (804) 225-2102.